DOCUMENT RESUME

ED 476 166 EA 032 359

AUTHOR	Daniels, Harvey; Bizar, Marilyn; Zemelman, Steven
TITLE	Rethinking High School: Best Practices in Teaching, Learning, and Leadership.
ISBN	ISBN-0-325-00324-6
PUB DATE	2001-00-00
NOTE	300p.; Foreword by Deborah Meier.
AVAILABLE FROM	Heinemann, a division of Reed Elsevier Inc., 361 Hanover Street, Portsmouth, NH 03801-3912 ($24). Tel: 800-225-5800 (Toll Free); Fax: 603-431-2214; e-mail: custserv@heinemann.com; Web site: http://www.heinemann.com.
PUB TYPE	Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE	Document Not Available From EDRS.
DESCRIPTORS	Educational Assessment; Educational Environment; *Educational Improvement; Educational Methods; *Educational Practices; Educational Strategies; Educational Technology; *High Schools; *Instructional Leadership; Parent Teacher Cooperation; Professional Development; Scheduling; School Community Relationship; School Size; Student Empowerment; Teacher Student Relationship
IDENTIFIERS	Illinois (Chicago)

ABSTRACT

The purpose of this book is to help guide the inquiry of people who want to improve high schools. It presents 11 general issues, assertions, or principles needed to create a good high school. The issues and their accompanying assertions come from national curriculum standards developed by research centers; authoritative educational research; practices of high-performing high schools throughout the United States; and the firsthand experiences of the authors, founders of the Best Practice High School in Chicago. The 11 issues, assertions, or principles for a good high schools are as follows: (1) size; (2) climate; (3) voice and leadership; (4) teaching; (5) curriculum; (6) community experience; (7) scheduling; (8) technology and materials; (9) assessment; (10) professional development; and (11) relationships. For each assertion, the book shows how the issue affects students. It then reviews research in an attempt to determine what works and what does not in secondary education. The book also presents case histories where the particular principles have been put into practice. And it offers specific ways to engage with the ideas of each assertion or principle. Information on an accompanying website is also included. (WFA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

THIS
DOCUMENT
NOT
AVAILABLE
FROM

EDRS